

Chapter 20: The Magnet School Concept in Light of the Saudi Arabia Vision 2030

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Abstract: This paper will explore how magnet schools affect students' achievement and help them achieve a high quality of life for them by directing the appropriate specializations for the labor market according to the Saudi Arabia 2030 vision. A review of the literature found that the possibility of **integration** of magnet schools in the educational system of Saudi Arabia as this type of public school, launched in the context of the educational paradigm in the United States, displays beneficial results for students. Furthermore, the author posits that this system's meaning involves the implementation of six specialized curricula directed at broadening student's horizons and, unlike the standard course types; it focuses on specific labor market requirements. The researcher has noted the need for integrating the magnet school curriculum into the Saudi Arabia education system because society will only benefit from this initiative. Among the reasons why this innovative approach works, the author distinguishes the introduction of global vision, mission statement, clear educational goals, planning, management, as well as other concepts clarifying the meaning of studying for students. Besides, the paper points out that the experiences of other countries who have already implemented the magnet school system demonstrate positive results.

In the context of today's highly competitive labor market, Saudi Arabia requires renovation in terms of the approach to education to keep pace with new trends in the **employment** paradigm. For Saudi Arabia **students** to gain access to the best job positions and remain competitive, it is necessary to integrate the magnet school curriculum. As a result of the research, it is shown that magnet schools constitute a beneficial and potentially profitable initiative to consider and this researcher plans to educate the Ministry of Education in the Kingdom of Saudi Arabia and advocate for the establishment of magnet schools.

1 The Magnet School Concept in Light of the Saudi Arabia Vision 2030

The Magnet School Concept in Light of the Saudi Arabia Vision 2030

This paper will explain the need for magnet schools in Saudi Arabia. Currently, there are no magnet schools in Saudi Arabia. Vision 2030 has established many changes and our schools need to change to help students work after high school. Magnet schools are public schools that offer different programming for students. This topic is important to me because it will support the major economic transformation in Saudi Arabia and provide through magnet schools job opportunities for students as Vision 2030.

As you continue reading this paper, it will address the question "How will magnet schools affect students' achievement and help them achieve a high quality of life for them by directing the appropriate specializations for the labor market according to the Saudi Arabia 2030 vision?" The specialization of magnet schools may give students support in their field of study or certificate after graduating.

2 Literature Review

According to the authors, Fox and Buchanan (2017), magnet schools are defined as public schools offering different curricula in six predominant subjects: science, technology, engineering, mathematics, arts, humanities, as well as preparation for International Baccalaureate, college or leadership, career and technical, foreign language and cultural studies. Magnet school design deviates from school to school according to a specific purpose such as pedagogical (Montessori or International Baccalaureate) or content-related (STEM) or a combination.

Today, more than ever, the student needs to feel secure and satisfied with themselves to be motivated to succeed in life by making goals for themselves after completing high school. In this article, *Magnet Schools: Trends and Issues*, the researcher Hadderman (2002) indicates that studies and student surveys confirm the positive impact of magnet schools on high school graduates in terms of social development as well as educational aspirations. Positive educational results are due to increased self-esteem resulting from the student's sense that he is distinguished and belongs to a distinguished high-tech school that gives them the experience to succeed in the job in the future. "At the same time, these schools gain their fame and strength through their cooperation with local companies and colleges, employers, as well as community organizations to make student learning more useful (p.5)." What is distinctive in magnet schools is that they give the student certificates to qualify for the labor market.

To create successful magnet schools, it is essential to benefit from the experiences of others when planning the creation of magnet schools. This means getting the benefit from the experiences of the countries that implement them as well as to use the curricula which can be amended to suit the vision of the beneficiary countries.

In *Innovations in Education: Creating Successful Magnet Schools*, the U.S. Department of Education, Office of Innovation and Improvement (2004) recommends that a comprehensive magnet school plan include vision and mission statements, educational goals, objectives and strategies, curriculum or theme design, implementation steps, marketing and recruitment strategies, budget and funding plans, timelines, policies, professional development plans, and monitoring and evaluation plans (p.7).

An integrated model must be obtained from a magnet school as it was applied in the other countries.

One of the essential reasons for developing the economy and its prosperity is the diversification of the economy sources. All energies and competencies were directed by the government to provide specialists in new specialties and fields through high-quality training and qualification for youth and graduates. Therefore, the Kingdom adopted the Vision of the Kingdom of Saudi Arabia, 2030, targeted to reduce the dependency on oil and vary its economy to a sustainable source.

Saudi Arabia Vision 2030 seeks to bridge the gap between higher education outcomes and the requirements of the labor market, developing general education and guiding students towards career options, appropriate opportunities, the opportunity to be rehabilitated and the flexibility to move between different educational paths. The Vision 2030 change emphasizes the importance of creating magnet schools to meet the requirements of the job market and provide opportunities for students to work and succeed.

3 Discussions

In my country, we do not have magnet schools. Therefore, all students are obligated to study in high school and then go to the university to complete their studies to obtain a diploma or a bachelor's degree that often does not qualify them for the job market. Looking at global experiences, we find in the American education system, magnet schools are government-funded public schools that are characterized by specialized courses and curricula, as well as teachers at a high level of professionalism and training.

In terms of development, the Ministry of Education in the Kingdom of Saudi Arabia seeks to develop general and essential skills for all students to enable them to meet the requirements of modern life. In addition to this, the Ministry also emphasizes specialized skills for each profession covering all professional fields for the younger generation. I believe that introducing Magnet

Schools are one approach that can meet the Ministry's goals.

Through the experience of immersion in school, I witnessed many students who had selfconfidence and varied experiences with the support of teachers by presenting their projects in marketing to start their business projects, as well as obtaining support from funders and obtaining a scholarship to continue a university education. I observed classes that even included CPR training for students in the high school. In Saudi Arabia, a course like this would be at a hospital or university for a certificate.

Another opportunity I observed was students in a media production class creating the school announcements. Again, we do not have high school classes like this in Saudi Arabia. I also observed classes for learning Spanish, Japanese, and English for international students. As magnet schools help, students learn specific skills that make them job ready after high school, this is a solution that should be implemented in the Kingdom of Saudi Arabia.

4 Conclusions

Through research and studies, the researcher found that studies and surveys for students confirm the positive impact of magnet schools on secondary school graduates in terms of social development as well as educational aspirations. In order to obtain an integrated model from successful magnet schools, there must be a comprehensive magnet school plan, including vision and mission, educational goals, goals and strategies, and school curricula. Vision 2030 emphasizes the importance of providing education and training in the requirements of the labor market and providing opportunities for students to work and succeed. This is achieved through the establishment of magnet schools.

To determine the specializations that the labor market needs and divide it geographically according to the planning of the Kingdom of Saudi Arabia in establishing industries such as the city of Neum in the northern region where partnerships were established with international universities to teach new specializations in the field of tourism, hospitality management, and marketing.

The major emphasis of the ministerial plan will be in coordinating with universities in preparing curricula at the high school so that the student can complete the same major in the university and obtain a bachelor's degree or be satisfied with the specialist certificate obtained during graduation from high school.

Integration of government institutions with the high schools that offer diploma programs is essential so that the curriculum is compatible with the diploma teaching plan such as Saudi Electricity Company, technical and vocational Training Corporation.

Although I am not leading this change in my role, the researcher recommends the following:

- Starting change in specific cities and schools in every school district as the first stage of establishment.
- Starting through community partnerships such as with banks and the business sector to support schools, as well as employing students after completing Banking and Financial Studies Studies, also Saudi Aramco.

After advocating for magnet schools during 20-21, as a teacher, the next steps I would follow would be to plan to help our students study English with an institute in order for students to get a certificate. I think learning English is essential for students to be able to work. I can also help to offer different classes such as photography. This can help our school move to a magnet school.

References

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- [3] U.S Department of Education. (2004). Creating successful magnet schools programs. Retrieved March 7, 2020, from <https://www2.ed.gov/admins/comm/choice/magnet/report.pdf>.
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<u>What steps or actions need to be done?</u>	<u>Who will do this step or action?</u>	<u>Timeline When will you do this step? How long will it take to complete this step?</u>	<u>What do I need to do this step or action?</u> Other teachers, Staff, supplies, and materials, Time, PLC time	<u>Date completed</u> ✓ and write the date when completed
Share action research with principal	Amal	July Last Week 1 day	Time to meet, presentation	<input type="checkbox"/>
Create a survey for teachers on challenges in a magnet school	Amal	August First week	Computer, Google Forms	<input type="checkbox"/>
Create a survey for parents and students about magnet school	Amal	August Second week	Computer, Google Forms	<input type="checkbox"/>

preferences

Give the survey to parents, students, and teachers	Principal	August Third Week	Computer, printer	<input type="checkbox"/>
Give the survey to parents, students, and teachers	Principal	August Third Week	Computer, printer	<input type="checkbox"/>
Share action research with a ministry	Amal	September The first week of school 1 day	Laptop to send it by email	<input type="checkbox"/>
Analyze the data from the teacher surveys	Amal	September First Week	Computer, printer, Excel	<input type="checkbox"/>
Analyze the data from the parent and student surveys	Amal	September First Week	Computer, printer, Excel	<input type="checkbox"/>
Create a report and presentation of the findings	Amal	September Second Week	Computer, word processing, PowerPoint	<input type="checkbox"/>
Share the report findings of the school and district	Amal	September Third Week	Data from surveys, word processing, computer	<input type="checkbox"/>
Share action research with teachers	Amal	September fourth week of school 45 minutes	The Time to meet, presentation	<input type="checkbox"/>
Research businesses	Amal,	November	Internet, computer,	<input type="checkbox"/>

Plan of Action Worksheet

for partnerships	Principal, Other Teachers	1 month	printer	
Research and find a university partner	Amal, Principal, Other Teachers	November 1 month	Internet, computer, printer	<input type="checkbox"/>

Research possible institutes for providing English classes for students.	Amal	January and February 2021	Computer, Internet	<input type="checkbox"/>
Develop a photography class to be delivered in fall of 2021	Amal	March and April 2021	Computer, Internet	<input type="checkbox"/>
Delivery photography class in fall of 2021	Amal	September 2021	Computer, Internet, Teaching Materials, Photography Equipment	<input type="checkbox"/>

The Results and Interpretation and Conclusion are to be completed in Saudi Arabia

Results and Interpretation

Make sense of the data to answer the question “so what?” Organize using webs, graphs, charts, numbers etc.

Make observations about the data. Non-judgmental statements of facts.

- Search for themes and patterns
- Ask questions ● Look for gaps
- Display the data

Interpret, summarize, and describe the findings. Share the results.

Conclusion

Now that you have analyzed your data...

- What have you learned?
- How do you feel about what you have learned?
- How do your conclusions differ from what you thought you would learn?
- Do the conclusions seem believable?
- What actions might you take based on your conclusions?
- What new questions emerge for you from the data?
- Who else might be interested in these conclusions?
- What are strategies to share your conclusions with others

Appendix

Survey

This questionnaire is directed to high school students and parents.

Magnet schools offer specialized programs that challenge students more. The level of academic achievement is often greater, so students and teachers may be better motivated. Magnet schools have smaller classes and often offer hands-on learning that goes deeper than regular public schools can provide.

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Please choose one that shows your level of agreement with each statement.

I think that the current education system in Saudi Arabia supports Vision 2030.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Magnet schools will be a good transformation in education.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Magnet schools offer new specializations that develop creativity and improve academics.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I will join a magnet school because it will support my (or my child's) academic and career future.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree